



Washington State Department of
Early Learning



Early Childhood Education and Assistance Program

Kids' Potential, Our Purpose.

Updated 9/22/09

What is ECEAP?

- ❑ Created by Washington State legislature in 1985
- ❑ Modeled after Federal Head Start
- ❑ 1 of only 3 state pre-kindergarten programs with “comprehensive services”
- ❑ Provided by ESDs, school districts, community colleges, local governments, & non-profits
- ❑ 40 contractors, in 38 of 39 Washington counties, approximately 290 sites

Goals of ECEAP

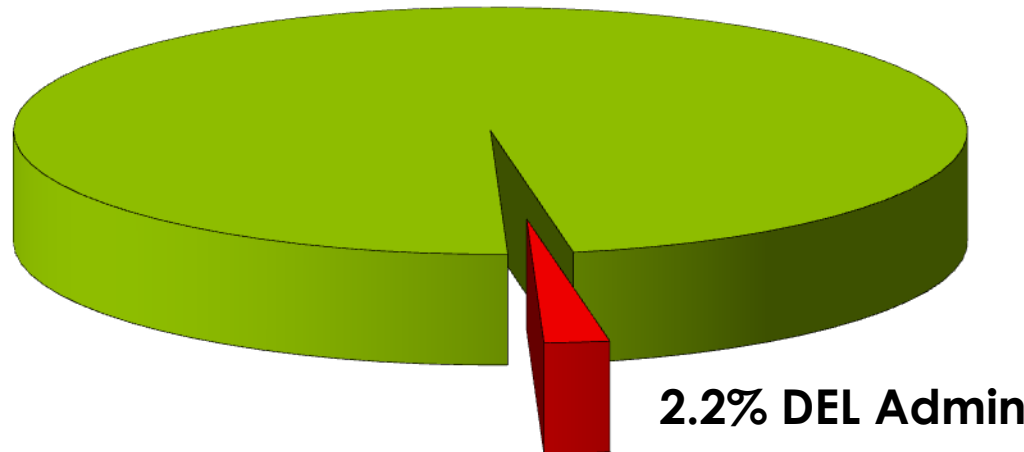
- ❑ Provide a comprehensive pre-kindergarten program that integrates education, family support, and health services.
- ❑ Foster the development of the whole child and enhance opportunities for success in school and life.
- ❑ Focus on parent and family strengths and support each parent as their child's first and most important teacher and provider of safety, loving care, and stability.
- ❑ Honor each family's culture and language, and ensure culturally-relevant services.

ECEAP Dollars

\$54.8 million in FY 2010 (for 2009-10 school year)

Minimum \$6,630 per slot to contractors

97.8% contracts to communities



Who is served by ECEAP?



- ❑ 8,053 slots for low income 3- and 4-year-olds
- ❑ 94% live at or below 110% of federal poverty guidelines

In 2008-09

- ❑ Two-thirds of families are at or below 80% of federal poverty guidelines (\$17,640 for a family of four).
- ❑ 40% of the ECEAP children's parents had less than a high school diploma or GED
- ❑ 24% of parents had completed ninth grade or less.
- ❑ 72% of ECEAP family income was from wages.
- ❑ 15% had TANF cash benefits.

Primary Languages

- ▣ 63% speak English at home.
- ▣ 31% speak Spanish at home.
- ▣ 6% speak another home language.

At the time of enrollment:

- ❑ 6% were homeless.
- ❑ 4.1% were on an Individualized Education Program (IEP) based on special needs.
- ❑ 2.4% were in foster care.
- ❑ 11% had no primary medical home.
- ❑ 34% had not had a medical exam within a year.
- ❑ 58% had not had a dental exam.

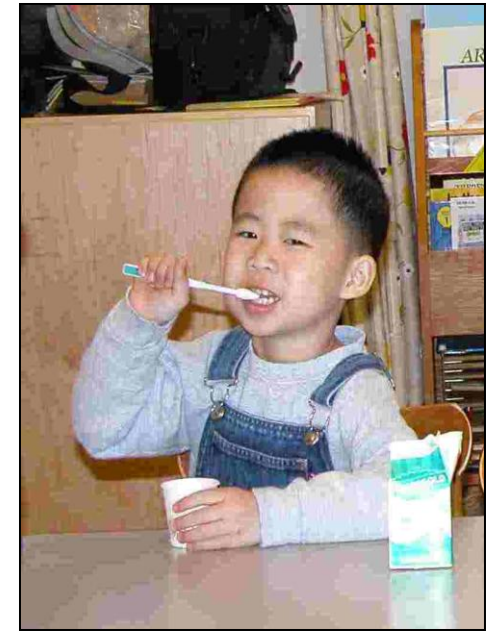
ECEAP Comprehensive Services



**Preschool
Education**



**Family
Partnerships**



**Health
Coordination
and Nutrition**

Preschool Education

Social Development

peer interaction
follow directions

Emotional Development

self control
impulse control



Cognitive Development

follow directions
impulse control

Language Development

follow directions
verbal communication

Physical Development

physical health

Health Coordination



- Access to medical and dental care
- Medical and dental exams
- Toothbrushing
- Healthy meals and snacks
- Health and hygiene curriculum
- Physical Activity curriculum
- Family education and events
- Health & nutrition referrals and follow-up



Family Partnerships



"Family Support Principles"



- ❑ Classroom volunteers
- ❑ Program decision-making
- ❑ Leadership development
- ❑ Parenting skill development
- ❑ Family events
- ❑ Child goal-setting
- ❑ Family goal-setting
- ❑ Resources & referrals
- ❑ Encouraging long-term participation in their children's education

What we do at DEL for ECEAP

The eight DEL staff working with ECEAP:

- ❑ Manage ECEAP contracts
- ❑ Manage ECEAP database (EMS)
- ❑ Establish and monitor Performance Standards
- ❑ Conduct monitoring visits and in-depth program reviews
- ❑ Provide training and technical assistance
- ❑ Plan and support action plans
- ❑ Analyze and report data

Why do we do all that?

❑ The goal is.....

Continuous Quality Improvement

To enhance school
readiness for success
in school and life



Major Improvements 2007-09

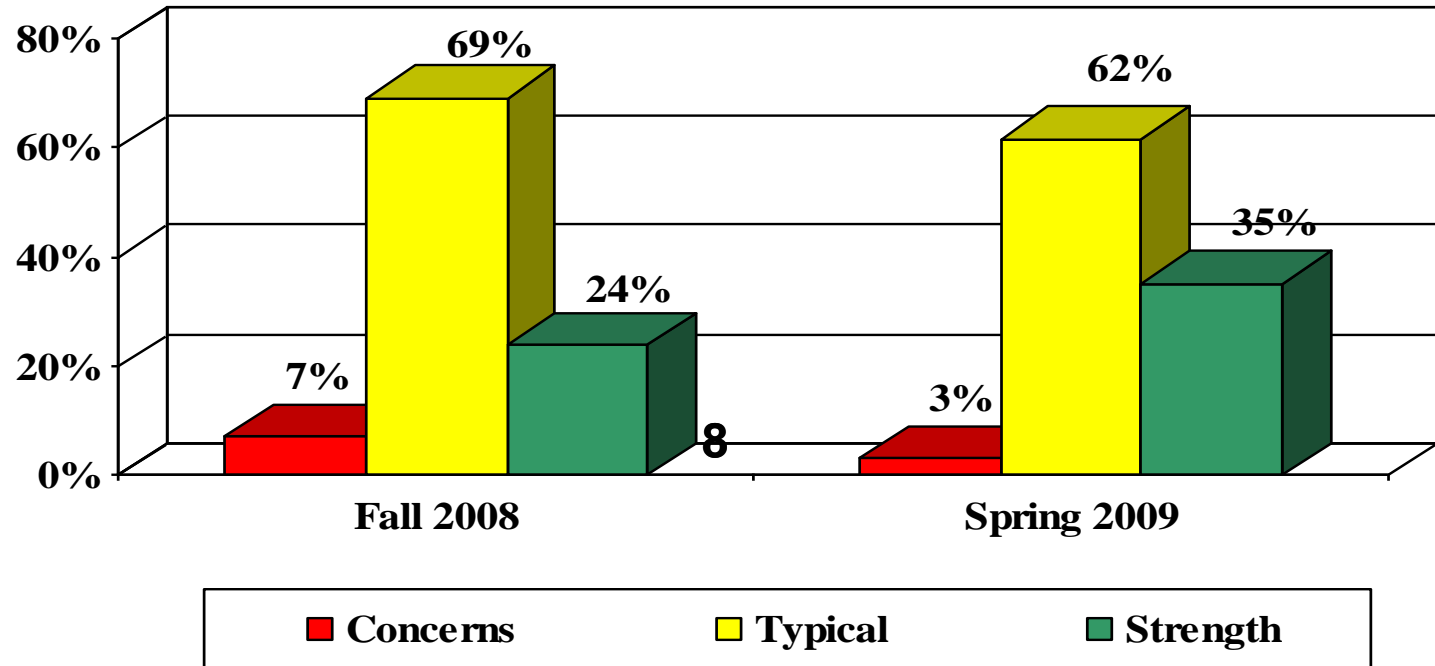
- ❑ 38% expansion of children served
- ❑ DECA Assessment
- ❑ Training on ECEAP Performance Standards
- ❑ Consistent, intensified monitoring
- ❑ Contract revision
- ❑ Increased classroom hours
- ❑ Limited family support caseloads

ECEAP DECA Results



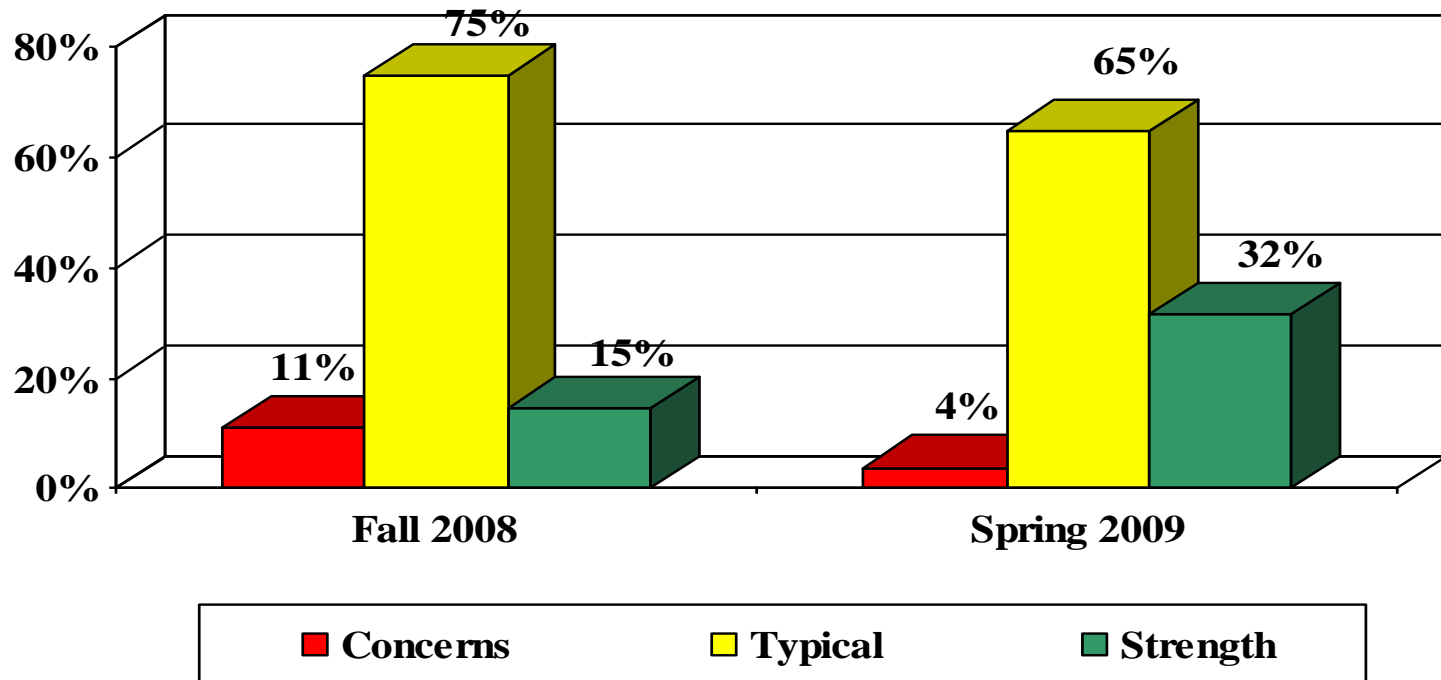
2008-09 School Year

Percent of ECEAP Children with Self-Control



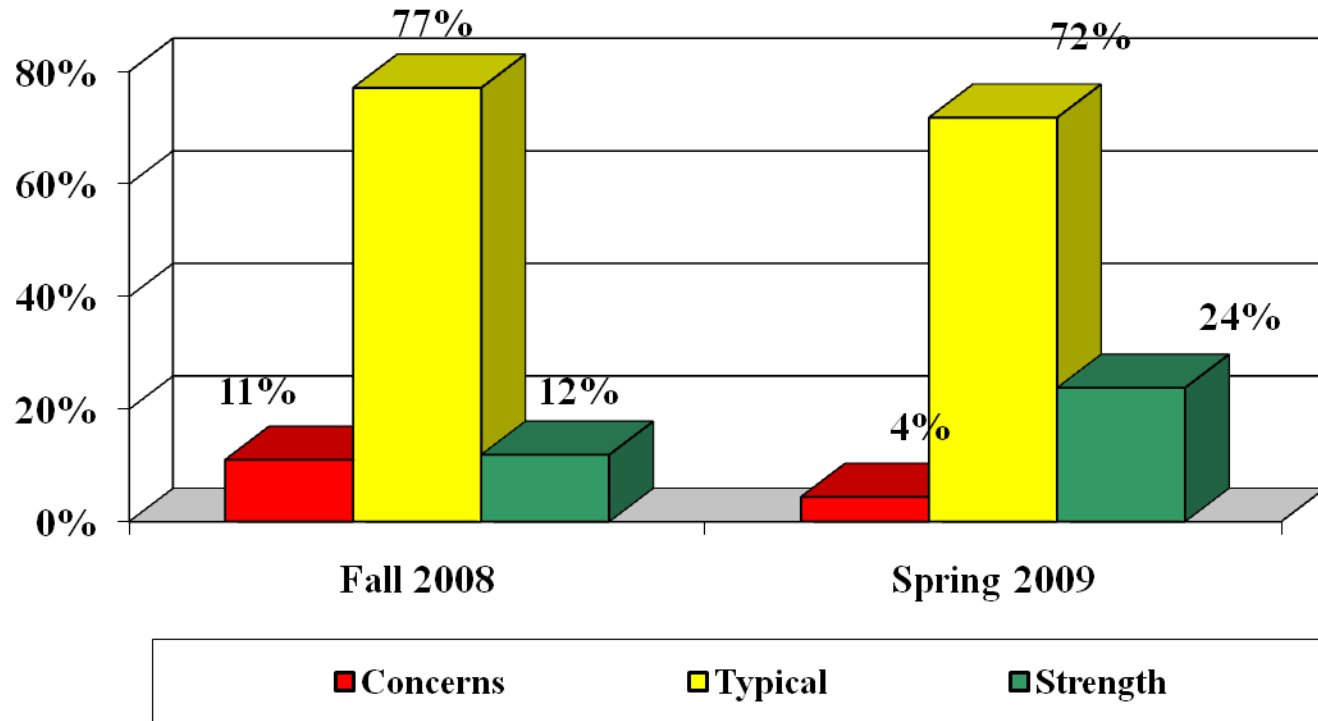
- The number of children with serious concerns in Self-Control was reduced from 7% of ECEAP children to 3%.
- The number of children with typical levels of self-control is reduced, because many of them moved to the strengths category.
- The number of children with strengths in self-control increased from 24% of children to 35%.

Percent of ECEAP Children Using Initiative



- The number of children with serious concerns in Initiative was reduced from 11% of ECEAP children to 4%.
- The number of children with typical levels of Initiative is reduced, because many of them moved to the strengths category.
- The number of children with strength in Initiative increased from 15% of children to 32%.

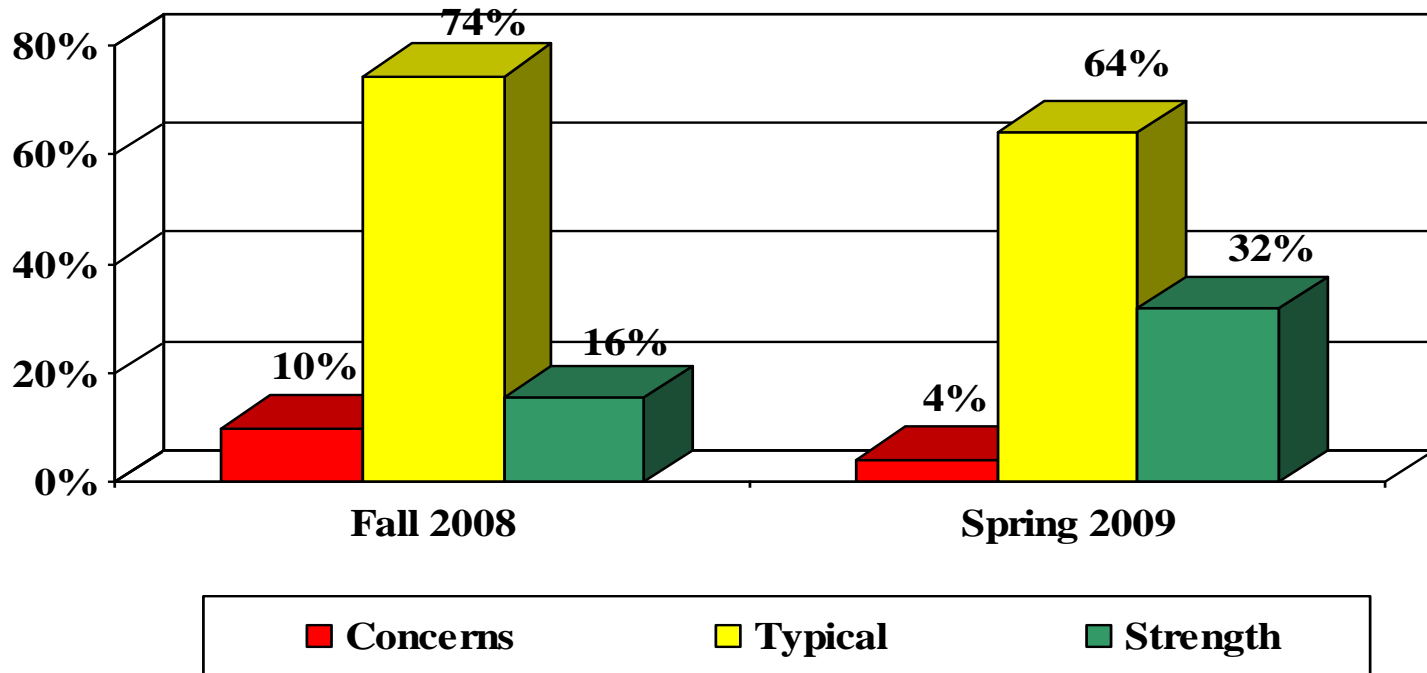
Percent of ECEAP Children Experiencing Attachment



During the 2007-08 school year:

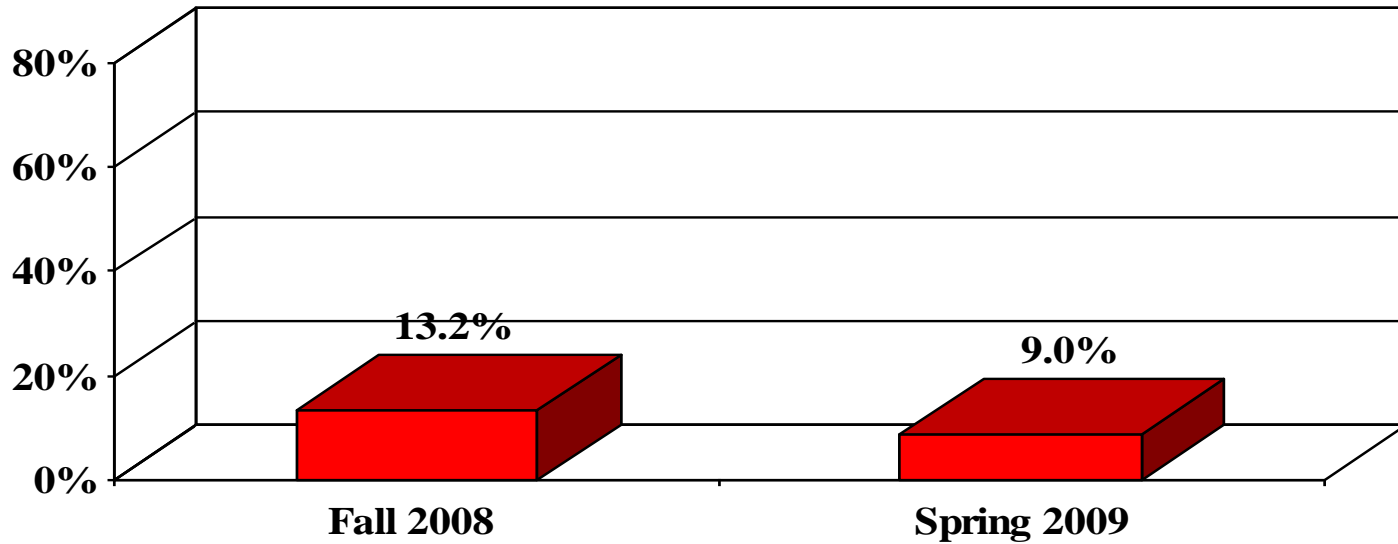
- The number of children with serious concerns in Attachment was reduced from 11% of ECEAP children to 4%.
- The number of children with strength in Attachment increased from 12% of children to 24%.

DECA Total Protective Factors



- The number of children whose Total Protective Factors are rated as “Concerns” was reduced from 10% of ECEAP children to 4%.
- The number of children with typical levels is reduced, because many of them moved to the strengths category.
- The number of children rated “Strength” increased from 16% of children to 32%.

Percent of ECEAP children with Behavioral Concerns



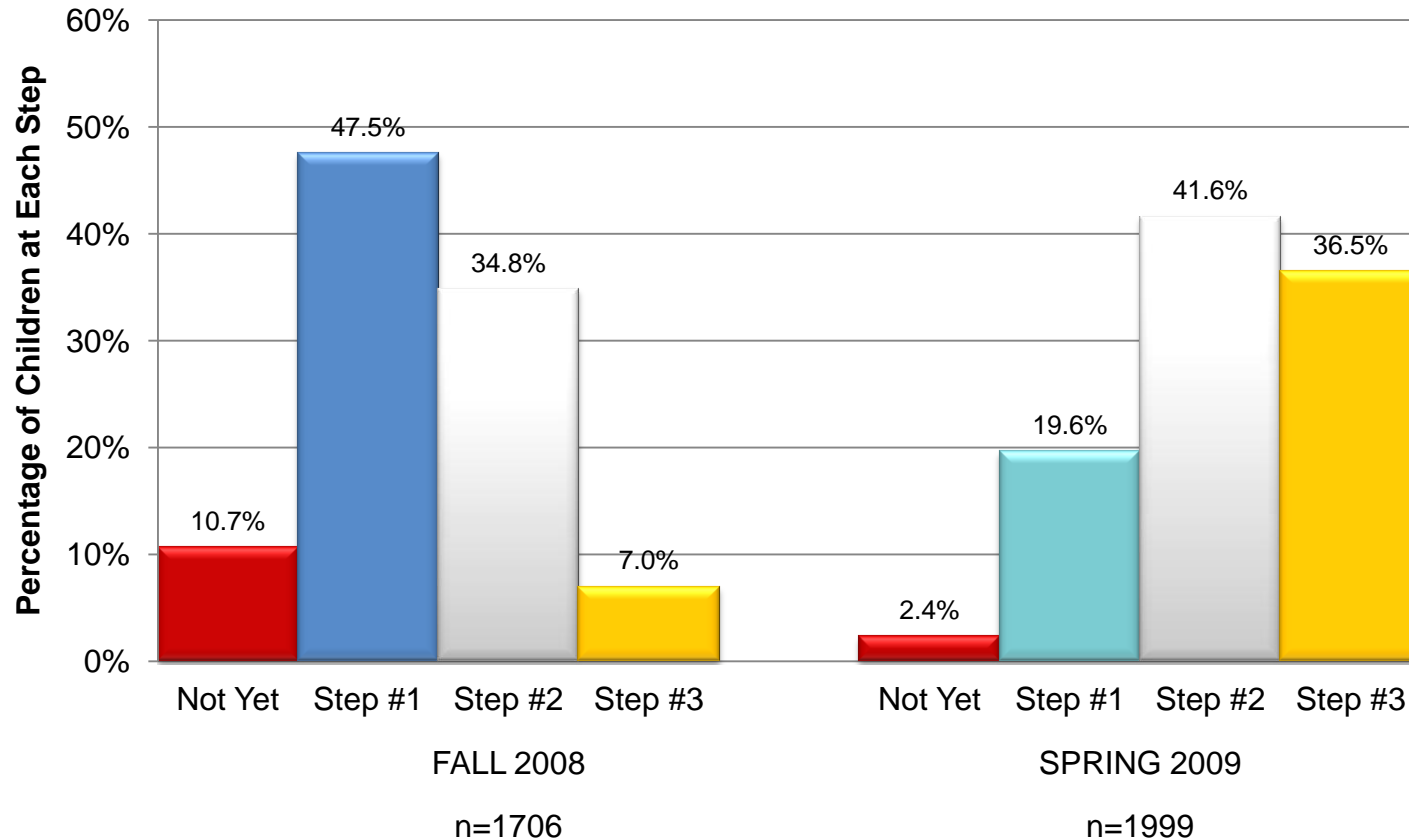
- The number of ECEAP children with serious behavioral concerns decreased from 13.2% to 9.0%. This means 344 children are no longer exhibiting concerning behaviors that inhibit their learning.

ECEAP Outcomes Creative Curriculum Developmental Continuum Outcomes Tool

2,029 ECEAP children assessed with the
in fall 2008 and spring 2009

(21% of ECEAP)

Reading and Writing Enjoys and Values Reading

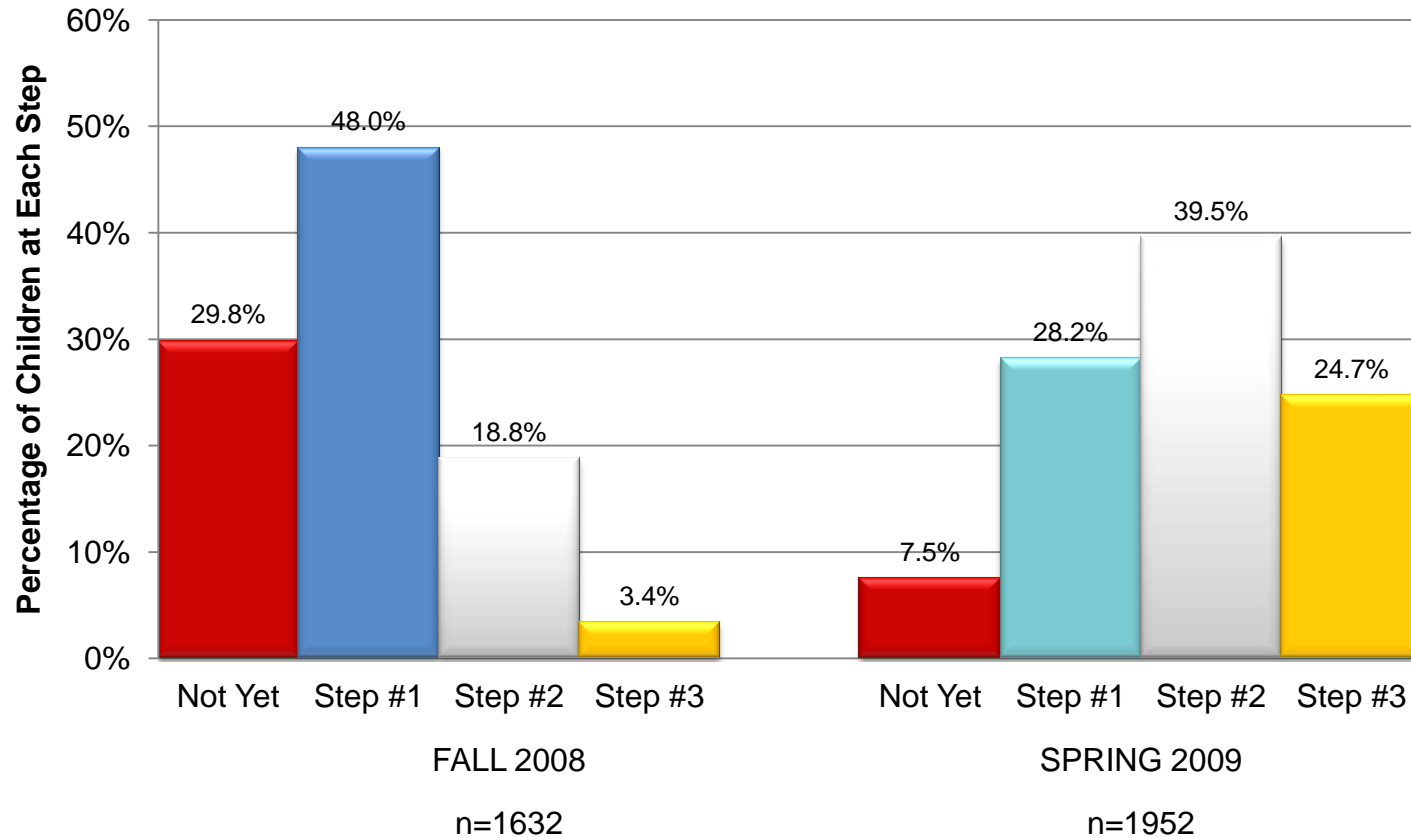


Step 1- Listens to stories being read.

Step 2- Participates in story time interactively.

Step 3- Chooses to read on own; seeks information in books; sees self as reader.

Reading and Writing Demonstrates Understanding of Print Concepts

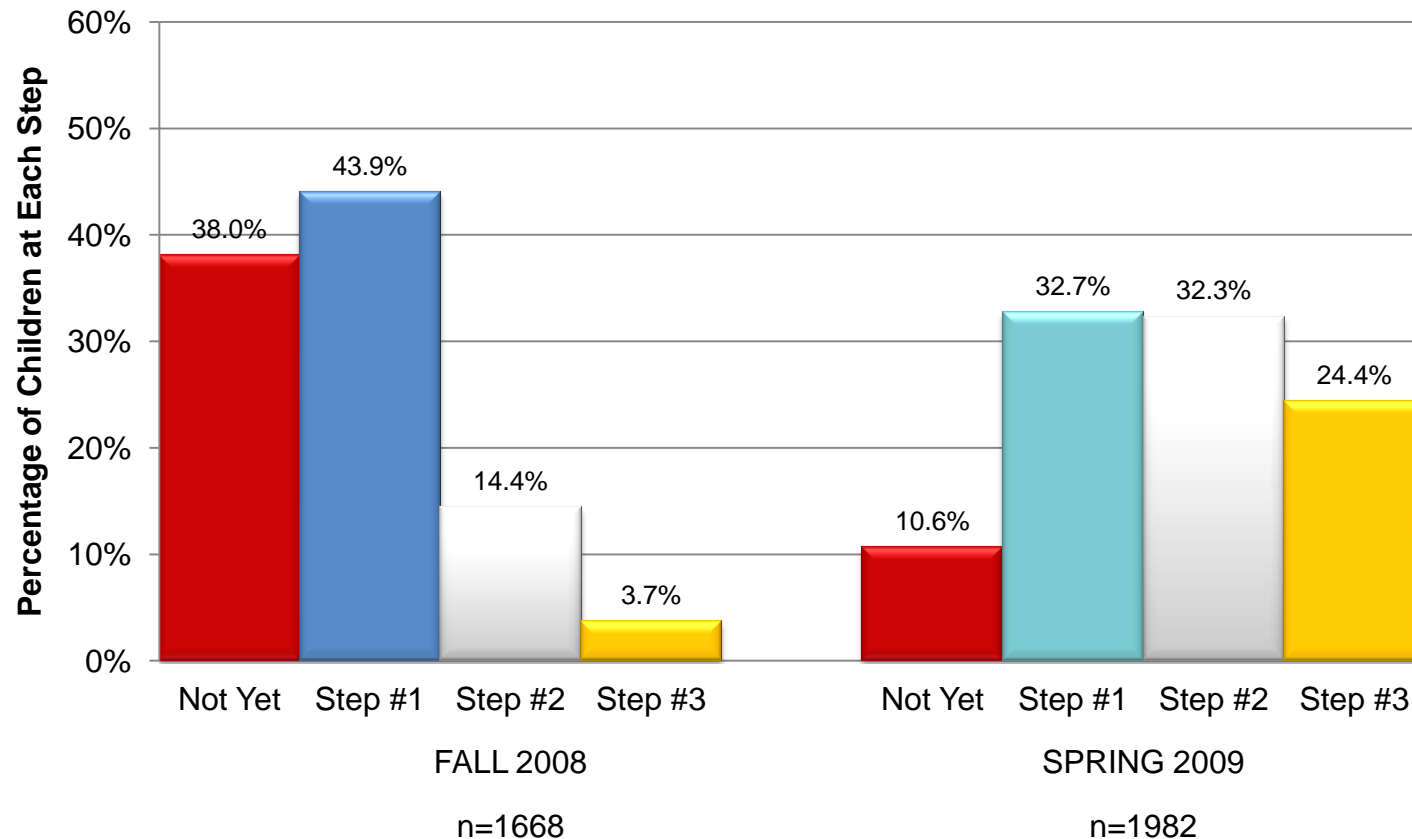


Step 1- Knows that print carries the message.

Step 2- Shows general knowledge of how print works.

Step 3- Knows each spoken word can be written down and read.

Reading and Writing Demonstrates Knowledge of the Alphabet

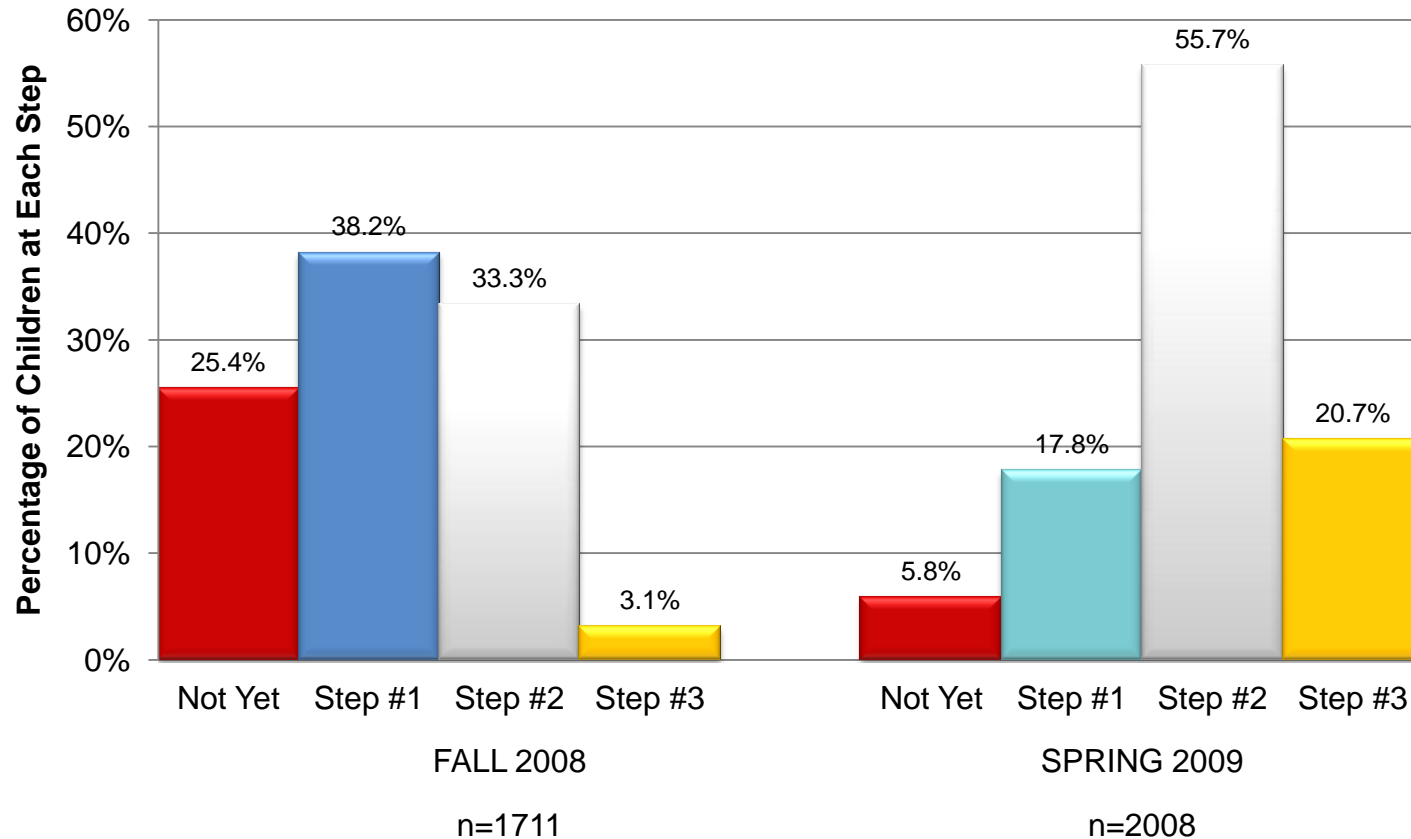


Step 1- Recognizes and identifies a few letters by name.

Step 2- Recognizes and names many letters.

Step 3- Begins to make letter-sound connections.

Reading and Writing Writes Letters and Words

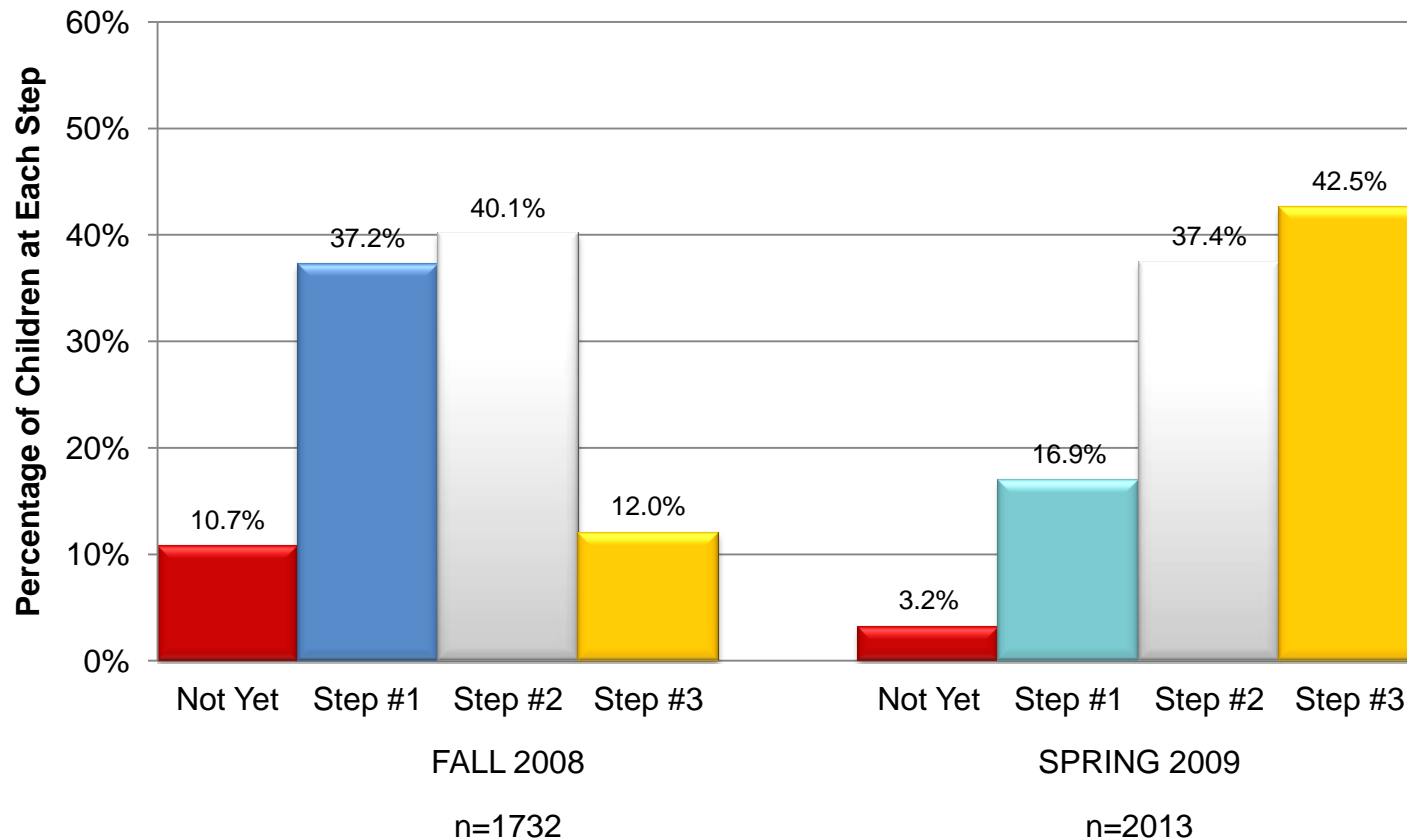


Step 1- Uses scribble writing and letter-like forms.

Step 2- Writes recognizable letters, especially those in own name.

Step 3- Uses letters that represent sounds in writing words.

Listening and Speaking Expresses Self Using Words and Expanded Sentences

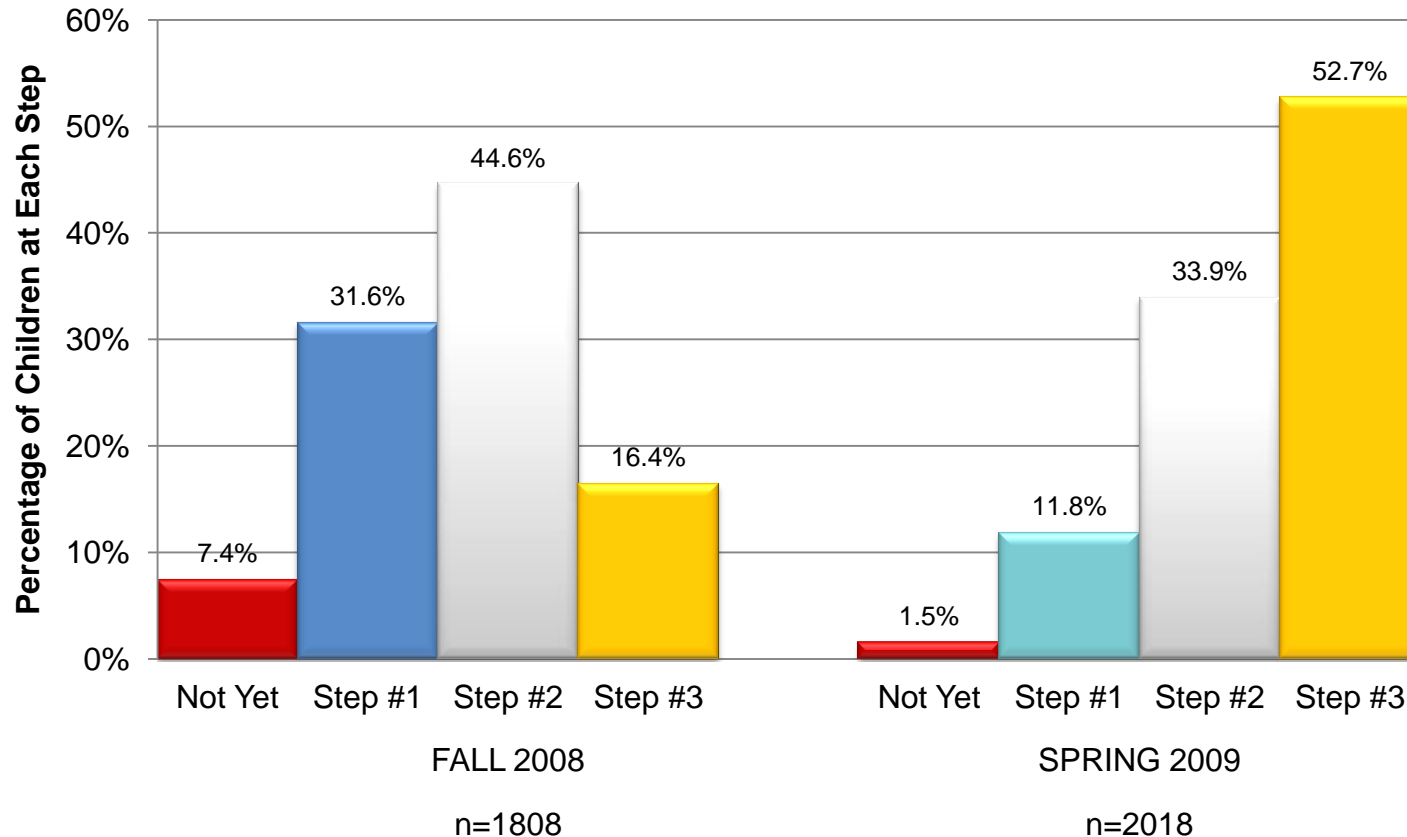


Step 1- Uses simple sentences (3-4 words) to express wants and needs.

Step 2- Uses longer sentences (5-6 words) to communicate.

Step 3- Uses more complex ideas to express ideas and feelings.

Listening and Speaking Understands and Follows Oral Directions

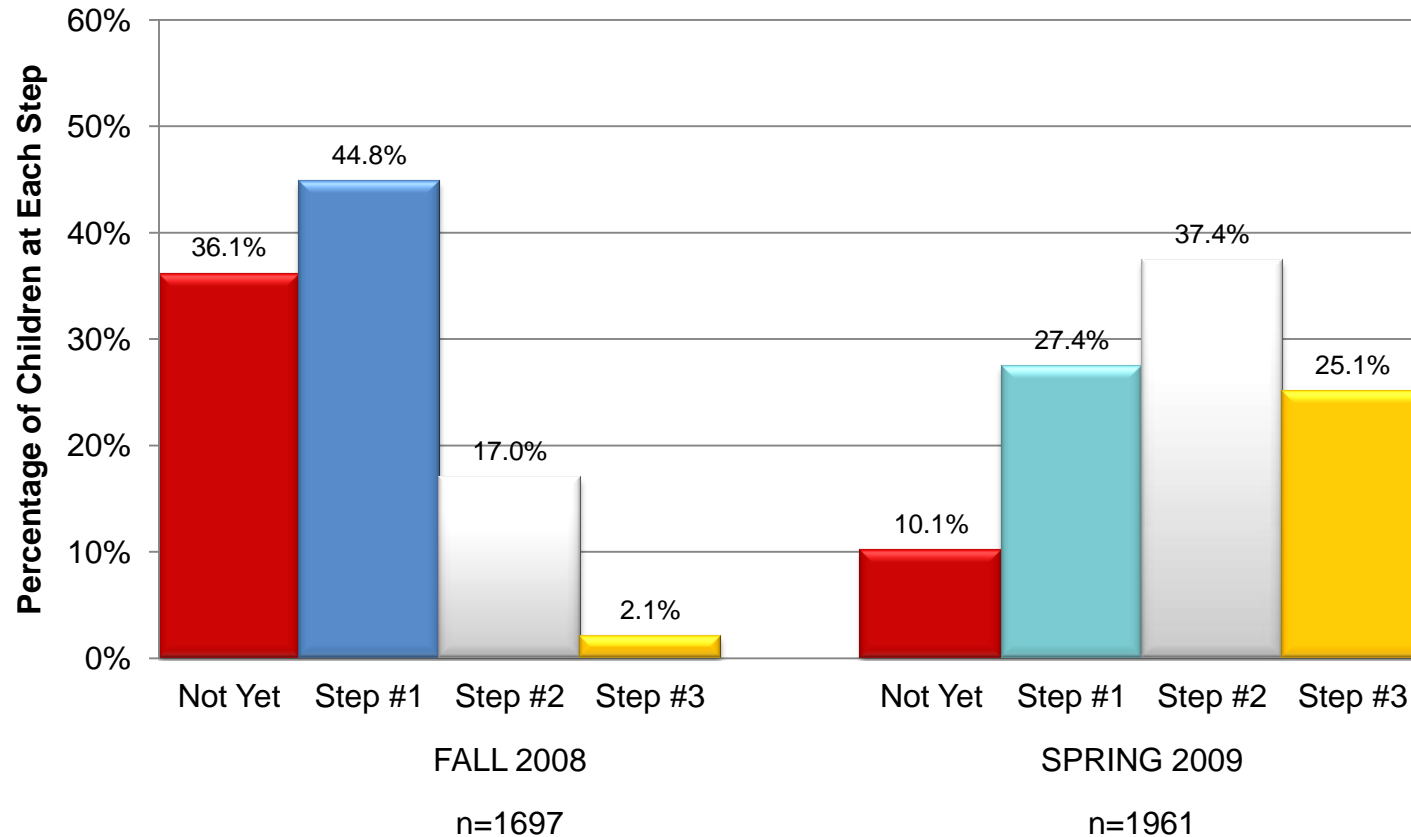


Step 1- Follows one-step directions.

Step 2- Follows two-step direction.

Step 3- Follows directions with more than two steps.

Logical Thinking Recognizes Patterns and Can Repeat Them

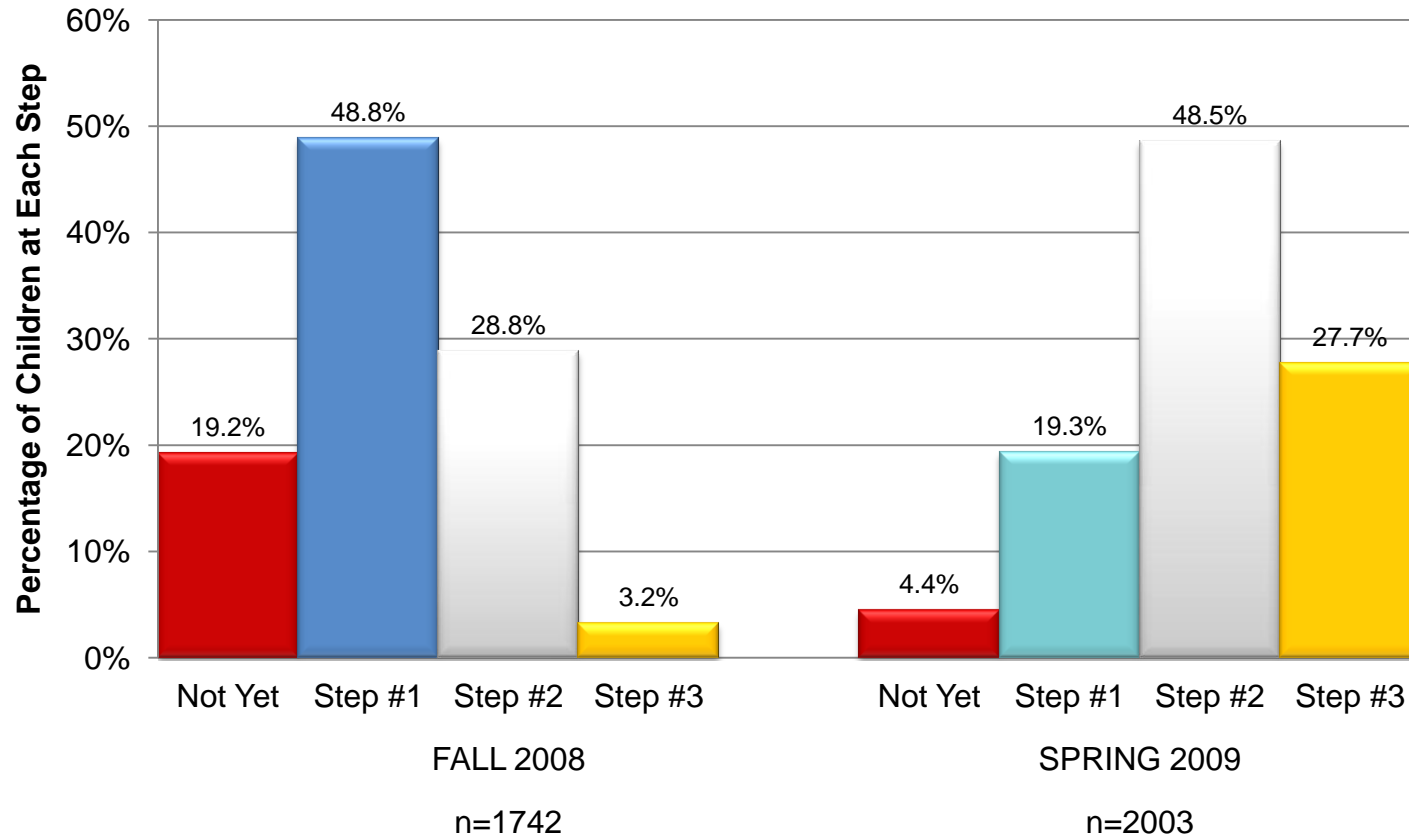


Step 1- Notices and recreates simple patterns with objects.

Step 2- Extends patterns or creates simple patterns of own design.

Step 3- Creates complex patterns of own design or by copying.

Logical Thinking Uses One-to-One Correspondence

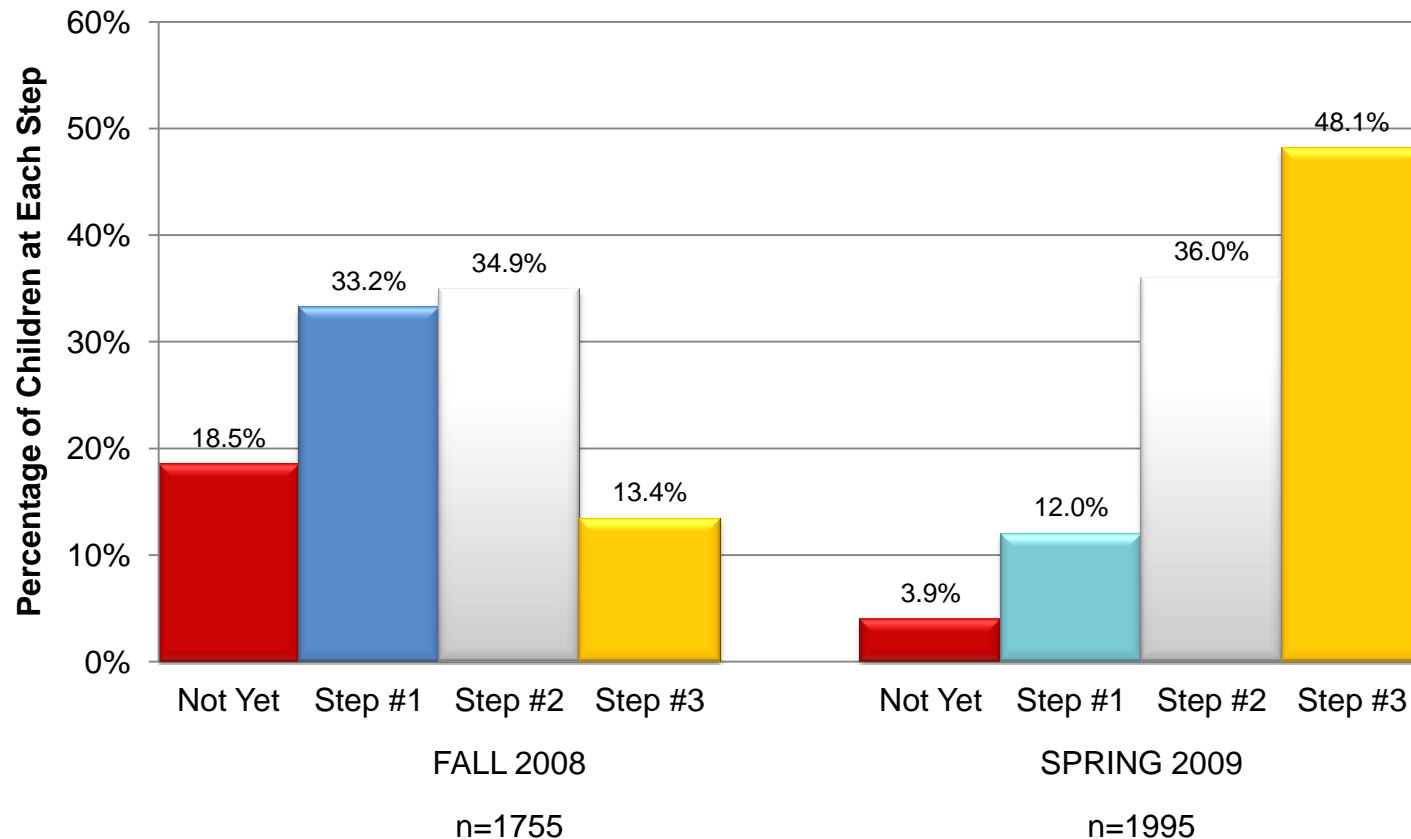


Step 1- Matches pairs of objects in one-to-one correspondence.

Step 2- Places objects in one-to-one correspondence with another set.

Step 3- Uses one-to-one correspondence as a way to compare two sets.

Logical Thinking Uses Numbers and Counting

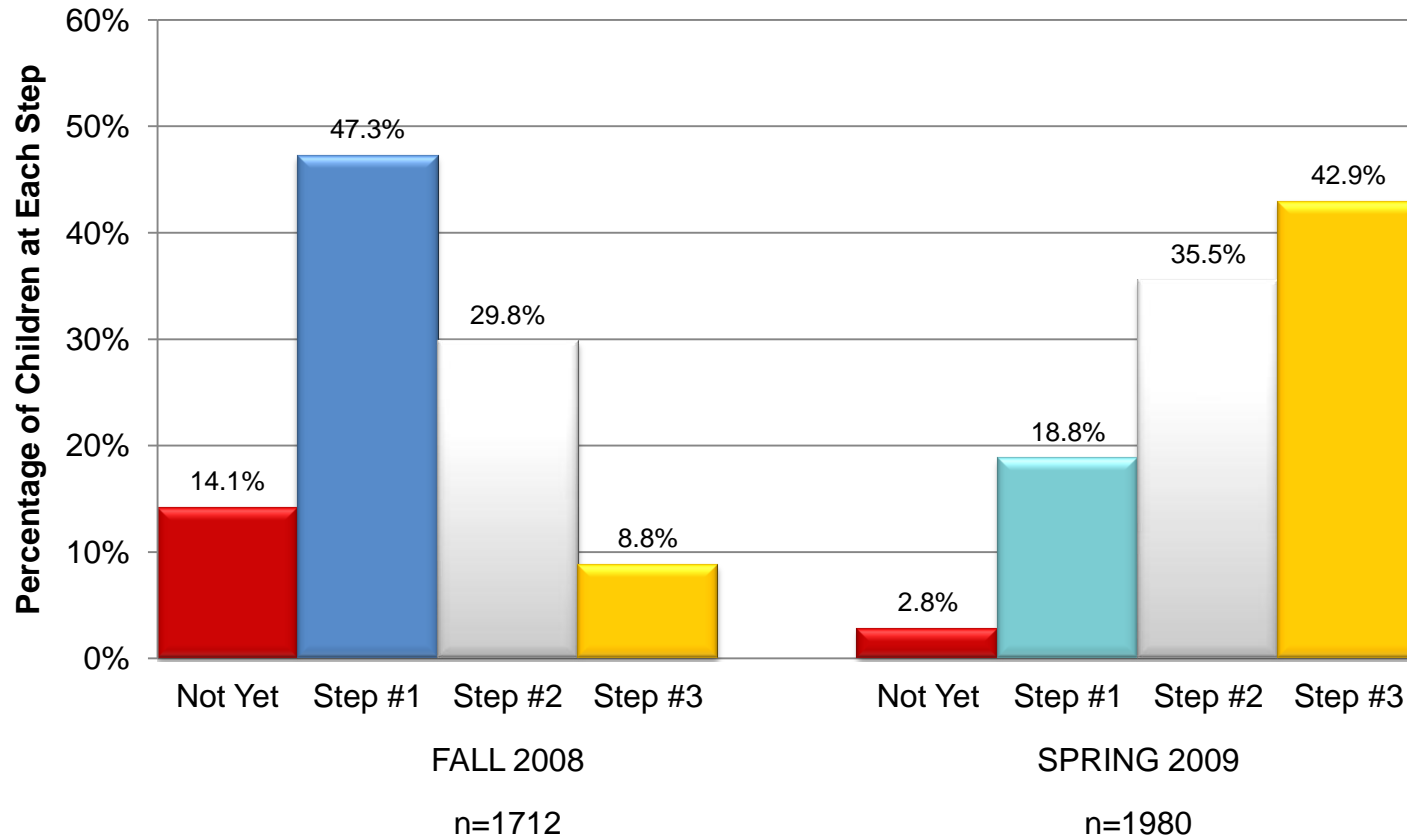


Step 1- Imitates counting behavior using number names.

Step 2- Counts correctly up to five or so using one number for each object.

Step 3- Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total.¹

Representation and Symbolic Thinking Makes Believe with Objects

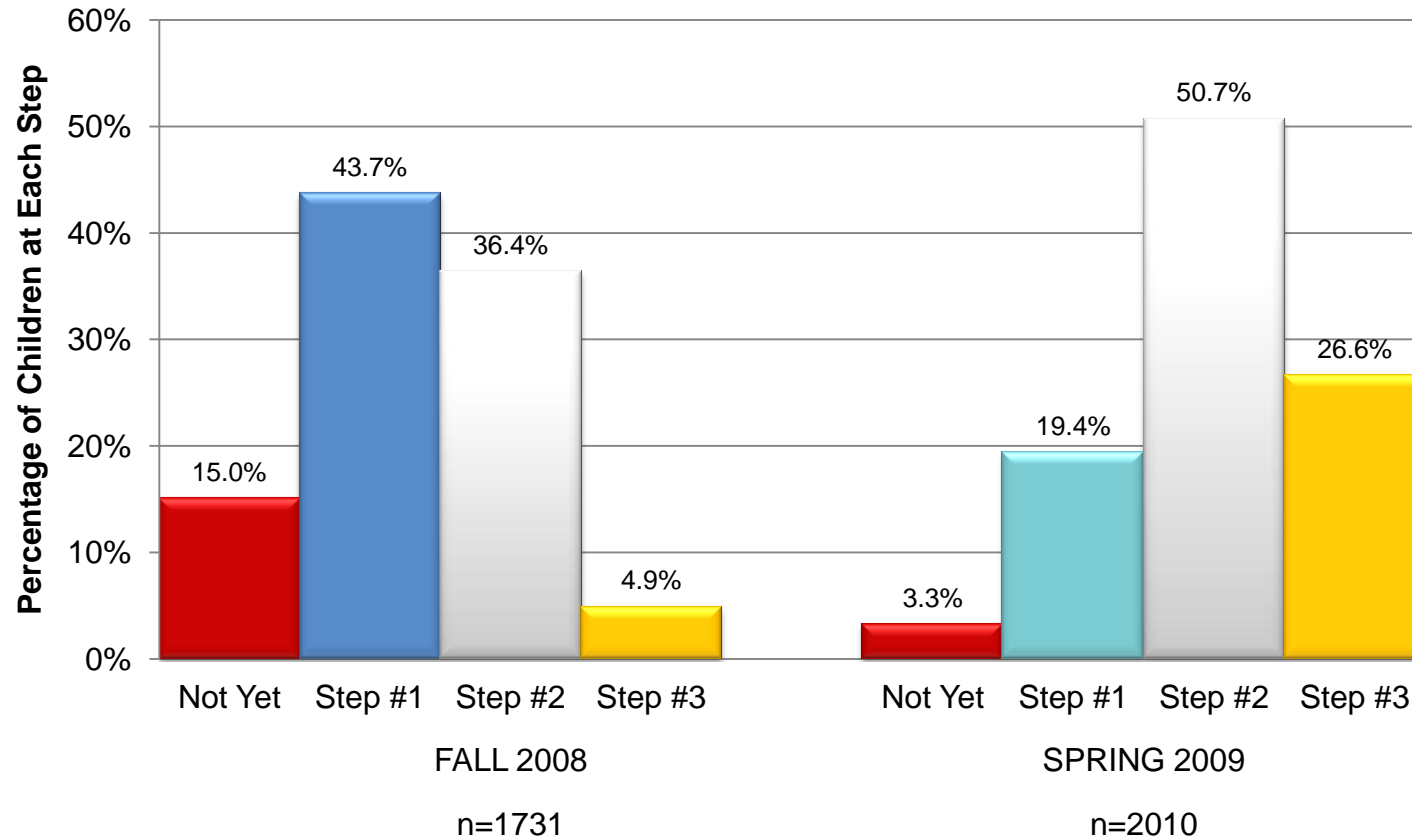


Step 1- Interacts appropriately with real objects or replicas in pretend play.

Step 2- Uses substitute object or gesture to represent real object.

Step 3- Uses make-believe props in planned and sustained play.

Learning and Problem Solving Shows Persistence in Approaching Tasks

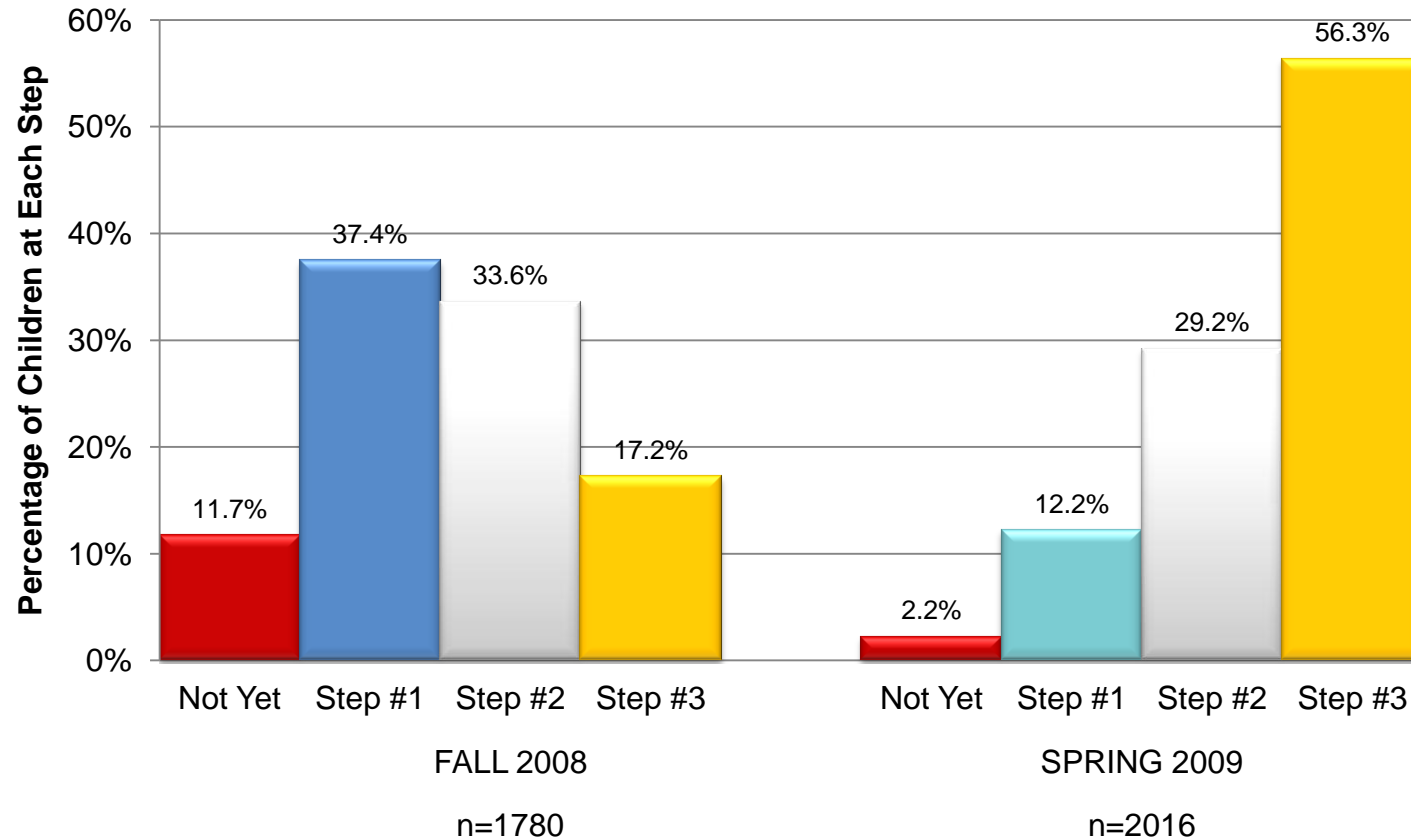


Step 1- Sees simple tasks through to completion.

Step 2- Continues to work on task even when encountering difficulties.

Step 3- Works on task over time, leaving and returning to complete it.

Fine Motor Uses Tools for Writing and Drawing

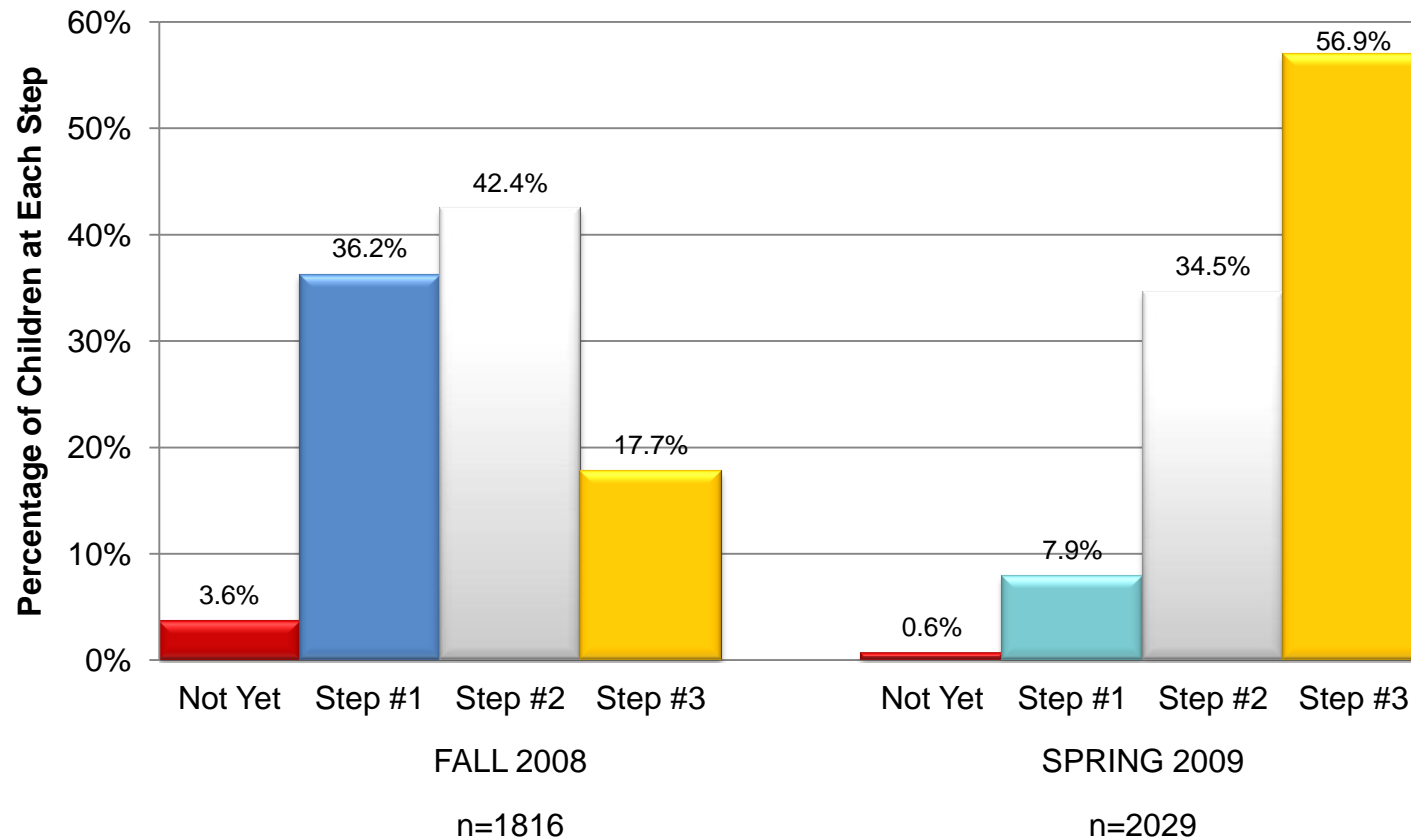


Step 1- Holds a marker/crayon with thumb and two fingers; makes simple strokes.

Step 2- Makes several basic strokes or figures; draws some recognizable objects.

Step 3- Copies and draws simple shapes, letters and words including

Physical Development Demonstrates Basic Locomotor Skills

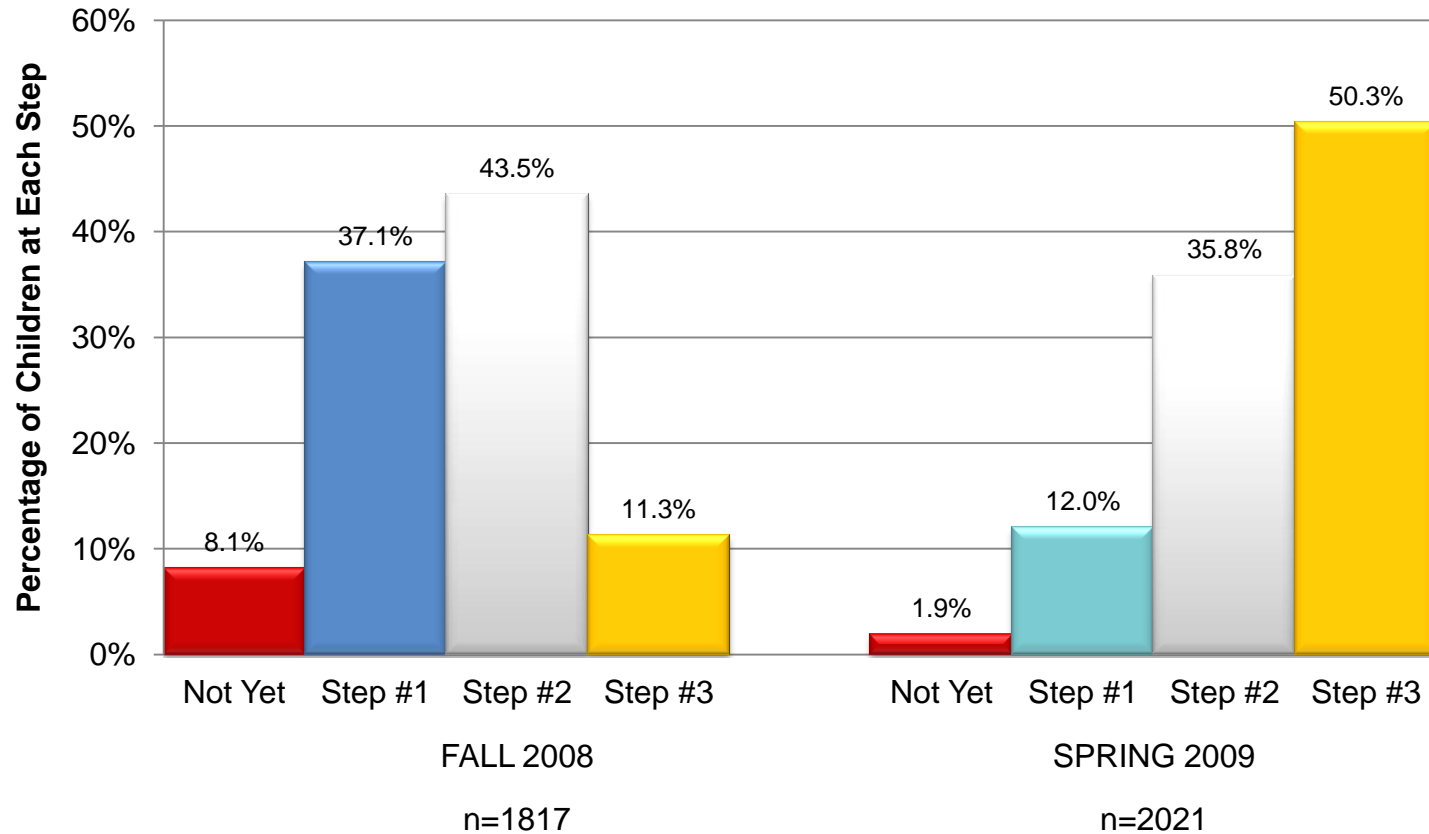


Step 1- Moves with direction and beginning coordination.

Step 2- Moves with direction and increasing coordination.

Step 3- Moves with direction and refined coordination.

Social-Emotional Development Shows Ability to Adjust to New Situations

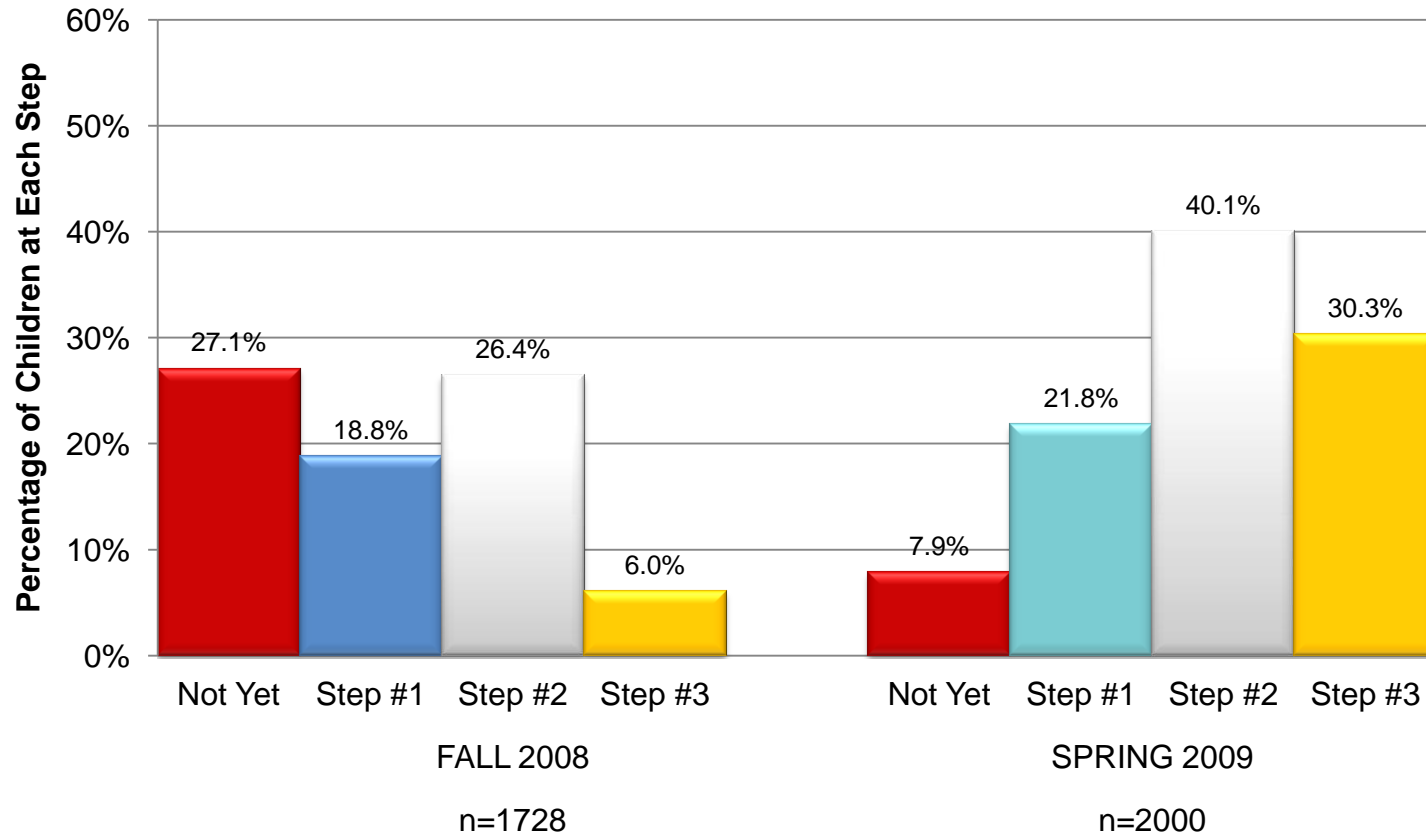


Step 1- Treats arrivals and departures as routine parts of the day.

Step 2- Accepts changes in daily schedule and routines.

Step 3- Functions with increasing independence in school.

Social-Emotional Development Recognizes Own Feelings and Manages them Appropriately

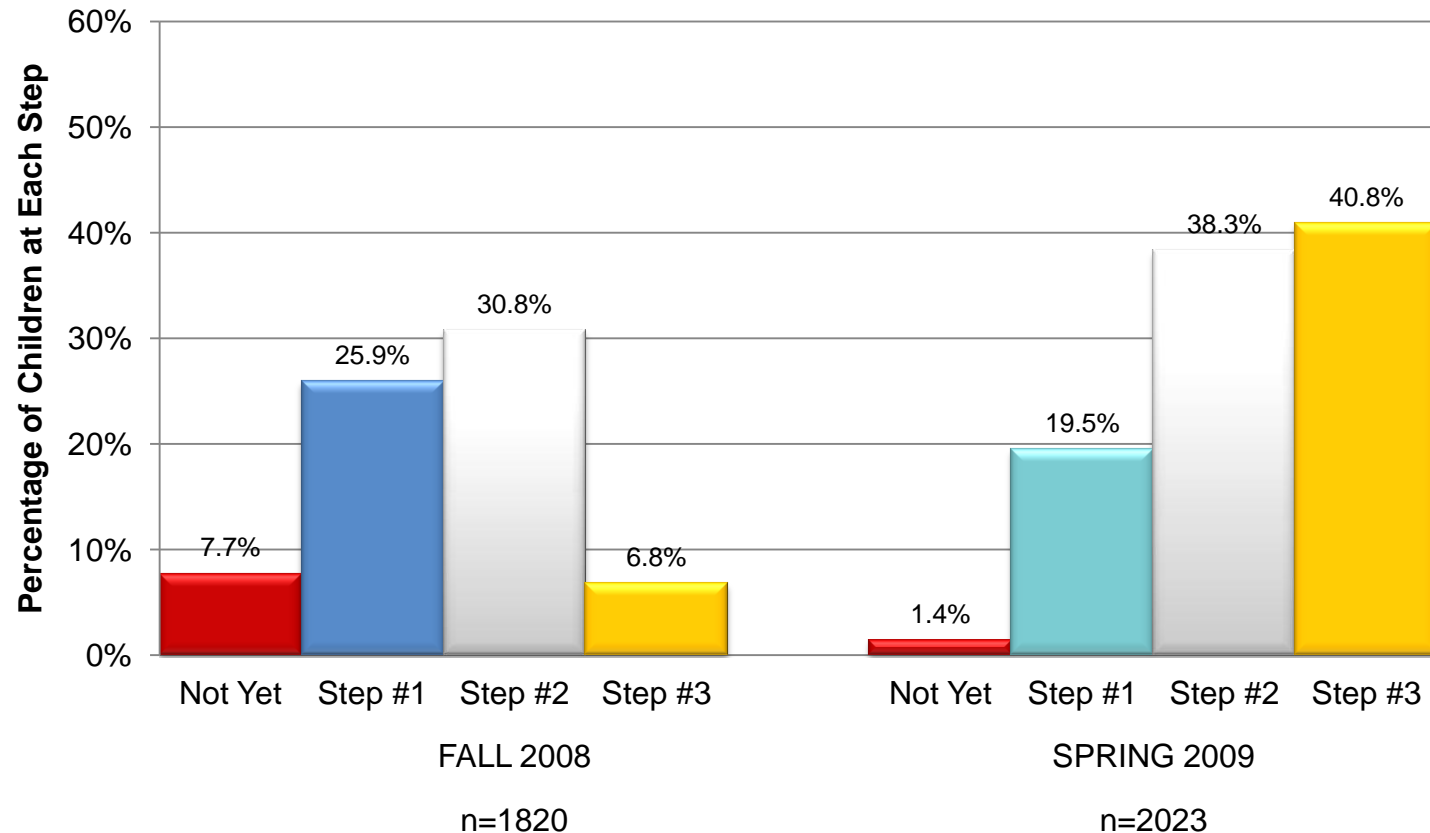


Step 1- Identifies and labels own feelings.

Step 2- Is able to describe feelings and their causes.

Step 3- Is increasingly able to manage own feelings.

Social-Emotional Development Demonstrates Self-Direction and Independence

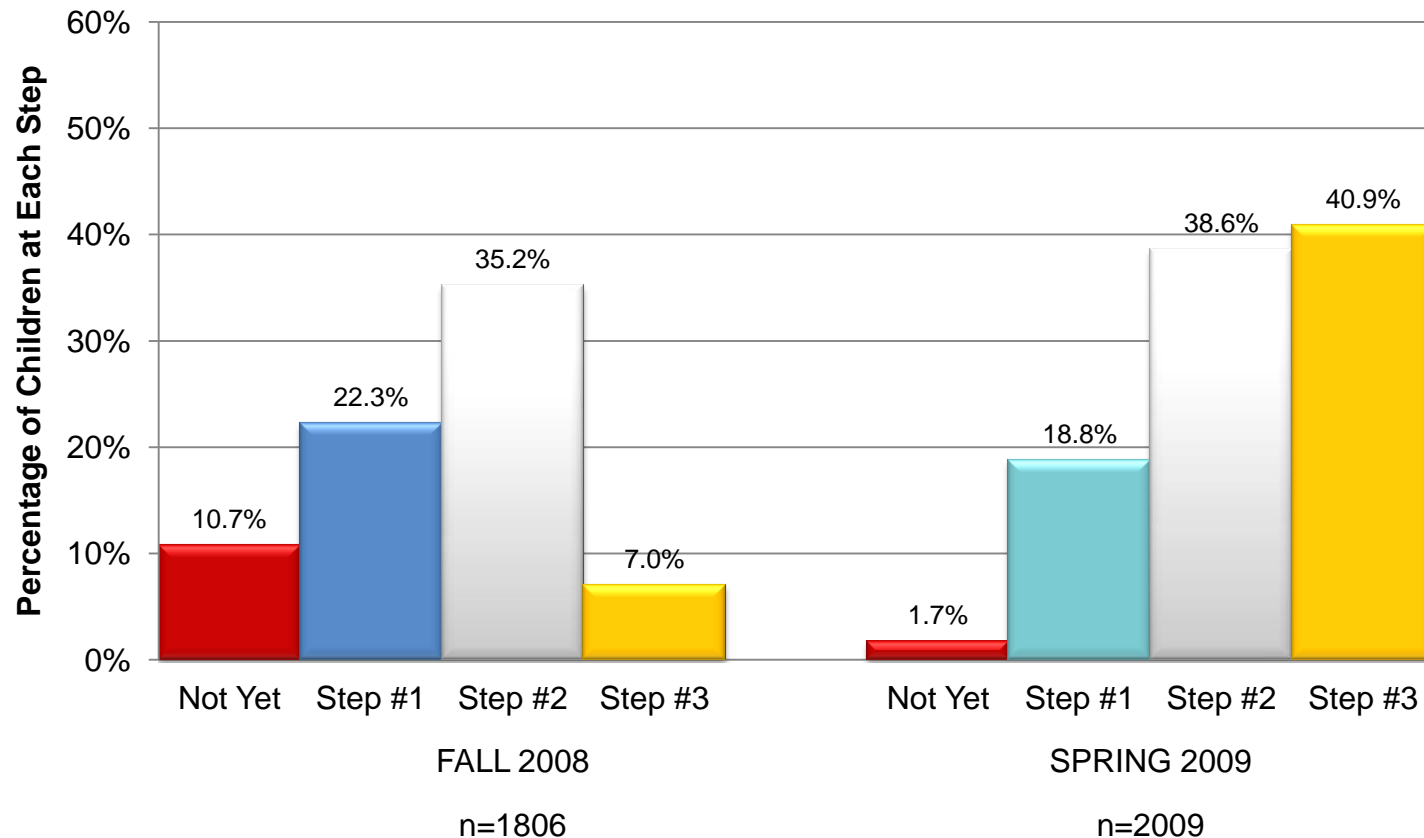


Step 1- Chooses and becomes involved in one activity out of several options.

Step 2- Completes multiple tasks in a project of own choosing with some adult assistance.

Step 3- Carves out and completes own task without adult assistance.

Social-Emotional Development Follows Classroom Routines

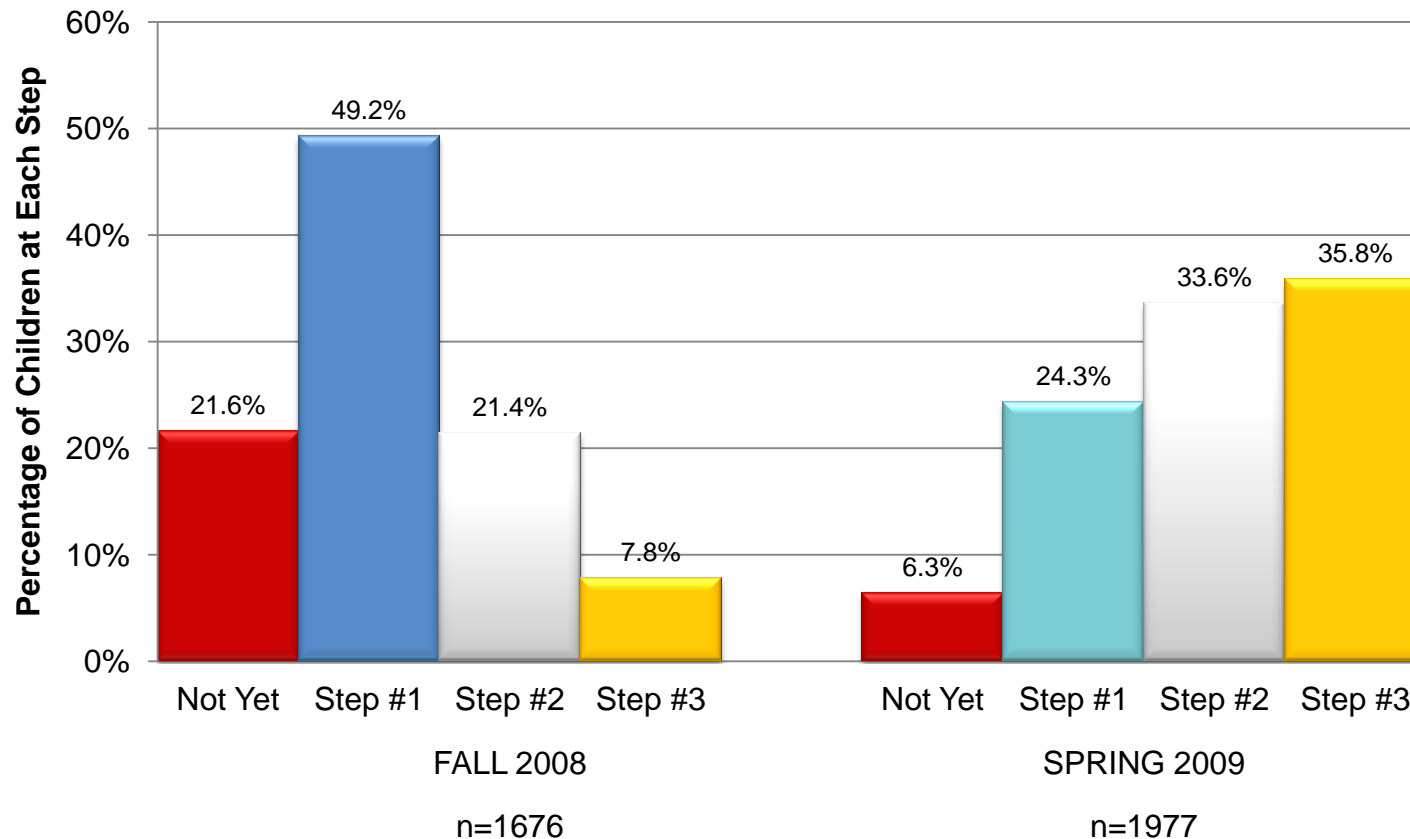


Step 1- Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting.

Step 2- Understands and follows classroom procedures without prompting.

Step 3- Follows and understands the purpose of classroom procedures.

Social-Emotional Development Recognizes Others Feelings and Responds Appropriately



Step 1- Is aware of other children's feelings and often responds in a like manner.

Step 2- Shows increasing awareness that people may have different feelings about the same situation.

Step 3- Recognizes what another person might need or want.

Questions?

